**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2nd** | | | **Date(s)**: 8/29/12-8/30/12 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: 1**  Story Map | | |
| **Essential Question(s):**  How does asking and answering questions help me understand key ideas and details while I read?  What is the best way to share a story with an audience? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * A New Neighborhood (Student Copies) * Chart Paper * Markers * Pencils * Paper * Art supplies * Vocabulary word cards * Book baskets [biographies and character] * Student notebooks * Laminated STORY MAP anchor chart * Student copies of story map(s) * Writer Checklist anchor chart * Individual Student Writer Checklist * Teacher edition anthology * Student textbooks * Leveled readers | | | | key idea story  plot setting  major events topic  capitalization facts  context clues noun  conventions verb  punctuation opinion  details period  question characters  predict historical fiction  biography realistic fiction  Lesson Vocabulary: *Iris and Walter*   * ladder * amazing * roller-skate * meadow * rural * urban * creature * underground * brittle * dart * decision * investigate | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.1**. - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RL.2.3**. - Describe how characters in a story respond to major events and challenges.  **RL.2.5.** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **RL.2.7.** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RI.2.1** - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.  **I Can Statement(s):**   * I can identify all the elements of a story. * I can accurately describe my Story Map. * I can identify major events and challenges in a story. * I can share ideas about the ways characters respond to major events and challenges.   **Instructional Plan:**   1. Whole Group: Compare and contrast country and city by activating prior knowledge. 2. Teacher and students will read Iris and Walter. Monitor and guide discussion and comprehension using strategies. 3. Revisit the story map from previous story. 4. Explain the concept of *partner reading* as collaboration. Partners will face each other, knee to knee. Each person will take a turn reading one page and then switch. Partners will help each other if needed but must be a “good listener” when not reading. 5. Partner/small group: Ask students to *partner read* the selection,Iris and Walter. 6. Complete Story Map independently in complete sentences. (Assess students individually using the Task 1 rubric)   **Day 4**   1. Begin introducing biographies. What is a biography? Read the interview of Elissa Haden Guest, Mark Teague, and Julie Danneburg. 2. Discuss the differences between biographies and other stories. 3. Practice reading biographies independently. 4. Begin talking about historical realistic fiction. Read stories such as George Washington’s Teeth or Abraham Lincoln’s Teeth. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can demonstrate an understanding of character, setting and plot.** * **I can use my Writing Checklist when I write.** * **I can use my glossary and confirm the meanings of lesson words**   **Instructional Plan:**  See above for Writing Instructional Plan. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **L. 2.4a Use sentence level context clues as a clue to the meaning of a word or phrase.**  **I Can Statement(s):**   * I can use a dictionary to check the meanings and spellings for my weekly word work. * I can successfully spell my weekly words. * I can demonstrate an understanding of the vocabulary lesson words.   **Instructional Plan:**   1. Choose an activity from the Tic-Tac-Toe chart. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  [a.]Follow agreed upon rules for discussions…  [b.]Build on others’ talk in conversations by linking their comments to the remarks of others.  [c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.  **I Can Statement(s):**   * I can identify the challenges and events that effect the characters and their actions. * I can understand the character’s problem and identify the solution. * I can successfully work with a partner to read a selection and complete a story map. * I can listen to a selection and demonstrate an understanding of story structure and sequence.   **Instructional Plan:**  See previous instructional plans. | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; evidence of “partner work” review of rule book; sharing of story map(s).** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with story map completion, story map transfer, cognitive dictionary activity, collaboration activities.**  **Students will make CHOICES as they decide on leveled reading selections.** | | | **Vocabulary cards and Story Map Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| * **Assessment(s): Assessments for these standards are integrated within the plan.** * **Dibels and TRC assessments will be completed this week.** * **Baseline Writing** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*